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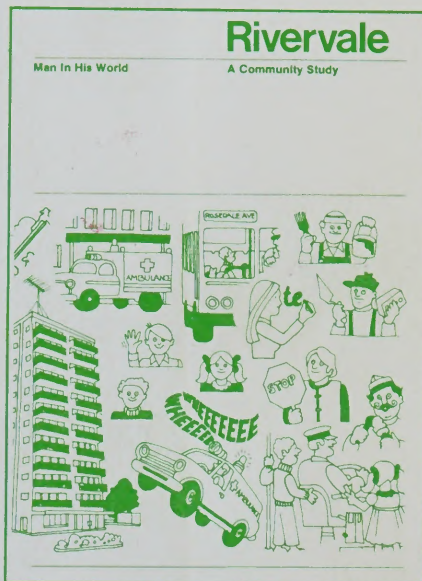


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Rivervale

A Community Study

Teacher's Manual



Teaching Strategies

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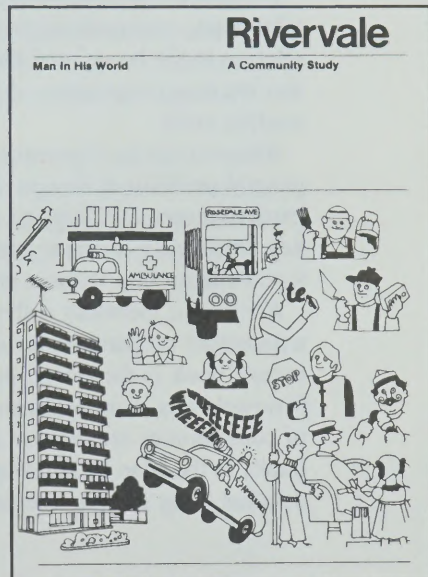
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Rivervale

A Community Study

Teacher's Manual



Teaching Strategies

Gilbert Hart,
Consultant



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Don Mills, Ontario M3B 2T5

Rivervale

Rivervale is a community study using an inquiry approach to social studies.

Inquiry in *Rivervale* is the process of rational investigation, which includes the observation of certain phenomena, the grouping, classification and analysis of this information, the formation of generalized hypotheses, and the continuing re-evaluation of these hypotheses on the basis of new evidence.

The starting point is the knowledge and experience of the children themselves, for all children enter the school with a pre-existing set of ideas about their social environment — a conceptual framework from which they view their world. The aim of the social studies program, of which *Rivervale* is a part, is to have children examine and test their ideas in the light of new information, revising, regrouping and if necessary reformulating those ideas.

Each topic in *Rivervale* is therefore an investigation rather than a lesson in the traditional sense. The content of the lesson is the questioning and investigation that is done by the students, and the ultimate objective of the lesson is the conceptual growth of the child.

Rivervale is organized around five key concepts: shelter, protection, relaxation, communication, transportation. These concepts are first examined in relation to the home, and then applied in a widening circle to the neighborhood, and the total community. A section is also devoted to simple maps and map reading skills.

Rivervale is an imaginary community because the book is concerned with the general problem of how to study communities rather than with the study of any particular one. By focusing on an imaginary community *Rivervale* brings out the key underlying concepts that are sometimes obscured when students try to study a real community without proper preparation.

Rivervale, therefore is the initial book in the Man In His World Series, and is a necessary preparation for subsequent books. *Understanding Communities*, the second book in the series, develops the skills and concepts introduced in *Rivervale* at a more sophisticated level by presenting the student with a variety of communities scattered at different points in space and time. Subsequent books in the Man In His World Series apply these skills and concepts to the detailed study of communities around the world.

Process Objectives

As children work with the various investigations in *Rivervale* they will:

- ask questions about what they see
- seek evidence in order to answer their questions
- organize and classify data logically
- evaluate data rationally
- formulate hypotheses on the basis of available data
- seek new evidence in order to test their hypotheses
- confirm, modify or reject their hypotheses on the basis of new data
- apply their hypotheses to new situations
- form concepts that apply to a wide range of situations
- confirm, modify or reject their ideas in the light of new evidence
- support their ideas with logical arguments
- modify their ideas as a result of logical arguments
- respect the ideas of others

These process objectives are fundamental to any program based on the inquiry approach to social studies, and apply to *Rivervale* as a whole. They lead the children to broaden and generalize their thought processes beyond the levels of memory and recall, to the levels of fundamental concepts. Thus the student is working with the basic structures and functions of a community as opposed to the random and/or superficial.

Once the child is familiar with the key skills of inquiry and conceptualization they can be applied in studies of real communities. No matter how varied these communities both in space and time, the child will be equipped with the skills needed to penetrate the mass of superficial detail and adapt his understanding to the new conditions.

Hello!
My name
is Peter.
(page 3)

Objectives:

- To introduce Peter, Sue and Jimmy
- To introduce some of the people who build houses
- To introduce the concept of skilled craftsmen
- To differentiate the concepts of house and home

Teaching Strategy:

Introductory sentences such as the following may be used to introduce the main content of the lesson and establish specialized vocabulary.

“Can you fly a spaceship? Who flies a spaceship?”

“Can you make shoes? Who makes shoes?”

“Can you ride a bike? That makes you a bikerider. The astronaut knows how to fly a spaceship. He has a *skill*. The shoemaker knows how to make shoes. He has a skill. You know how to ride a bike. You have a skill.

“Can everyone make shoes? Someone who makes shoes knows a *craft* called shoemaking.

“Can everyone make clothes? Someone who makes clothes knows a craft called tailoring.

“Can everyone make a watch? Someone who makes watches knows a craft called watchmaking.

“Can everyone dig a hole with a shovel? To dig a hole with a shovel you do not necessarily need a lot of training or knowledge, so digging a hole with a shovel is not a craft.

“Can almost everyone ride a bike? To ride a bike you do not need a lot of training or knowledge, so riding a bike is not a craft.

“Some people know how to do special things—they know a *craft*. People who know how to do special things are *skilled craftsmen*.”

Turn to page 3 of *Rivervale* and read, or have the children read, the story. Ask: “There are six people at the bottom of page 3. Can anyone tell me what they do?” Ask: “How do you know? What evidence do you have to prove what you are saying is right?” Record the answers on the board and beside each the evidence offered by the children. Mr. Pitt the laborer and Mr. Tinsley the tinsmith may require special identification by the teacher. However, encourage the children to examine the visual evidence for clues that reveal what they do.

Worker	Evidence	Occupation	Craft
Mr. Powers	Pliers, light bulb	Electrician	Yes
Mr. Wood	Saw, lumber	Carpenter	Yes
Mr. Pitt	Shovel, heavy clothes, strongly built	Laborer	No
Mr. Mason			

Encourage the children to ask questions about what they see—to evaluate it as evidence not simply to absorb it as content. Encourage the children to challenge the statements of others if they do not agree with the evidence offered to back them up.

Ask: “Do these people do anything special? What is their craft? What is their skill? How do you know? Name the workers who are skilled craftsmen. The first six of these workers are needed to help build Peter’s house. Why? Can you tell me which of these crafts were needed to build your home? Can you name some of the crafts that are missing?”

Extension Activity:

The teacher may want to pursue the question of how a house is built, extending the list that has been established on the board. This may involve adding different kinds of workers to the list; or it may involve research projects to find out more about what each worker does, and what tools are used.

This type of list may begin in a workbook which students will add to subtract from or modify as the year progresses, or as they seek help through learning centres, visitors to the school, and of course parental input.

What is the difference between a house and a home?

The distinction between a house and a home will most likely depend on whether or not people live in a place. If a given building is empty the children will probably refer to it as a house. It becomes a home when people move in and live in it. Conversely, any place (not just a house) can become a home if people live there and adapt it to their individual tastes.

Strategy:

Have the children turn to page 3 of *Rivervale*. Ask them to point out the house and the high-rise where Peter and Jimmy and Sue live. Ask: “Does Peter call the place he lives in a house or a home? Do Sue and Jimmy call the place they live in a house or a home? Do you call the place where you live a house or a home? What is the difference between a house and a home?”

Proceed with questions 3, 4, 5 and 6 in the text.

Objectives:

To identify reasons for having houses

To identify features of houses in general

To elicit the concept of shelter, and understand that all houses provide shelter

Strategy:

Ask the students: “Where do you live?” They will probably respond with their street addresses or the name of the street they live on. Ask: “Do you mean you live in the road?” The students will probably change their responses to say that they live in a house at a certain location.

Write the word *house* (*home*) on the blackboard, and ask why the students: “Why live in a house?” Write the question *Why live in a house?* on the board, and list all the students’ responses. The list will probably look something like the following:

**Why does
Peter
live in
a house?
(pages 4-5)**

Why live in a house?	Peter's House	Evidence
Dry	Yes	Walls, roof, doors, windows
Warm	Yes	Walls, roof, doors, chimney
Safe	Yes	Walls, doors, roof, locks, fence
Comfortable	Yes	Walls, doors, roof, furniture
Food	Yes	Lemonade in back yard
Mommy & Daddy	Yes	In the yard
T.V.	Yes	Aerial
Snow	Yes	Walls, roof etc.
Rain	Yes	Walls, roof, etc.
Where you sleep	Can't tell	Can't tell
Pets	Yes	Prince
Books	Can't tell	Can't tell
Skis	Can't tell	Can't tell
Rec Room	Can't tell	Can't tell
Clothes	Yes	People are wearing clothes
Bicycle	Yes	In garage
Workshop	Can't tell	Can't tell

When the class have listed their reasons for living in a house ask them to turn to pages 4-5 and look at Peter's house: Ask: "Does Peter's house do all the things that your houses do? If it does we will put a tick on the list, and tell what evidence we have that proves it."

It should now be easy to get the children to group their evidence and come to the conclusion that the various parts of the house provide shelter. If they do not volunteer the word, or some equivalent, say: "We are writing down the same things over and over again—roof, doors, windows etc. Can we put them all together? Do they all do the same things?"

Conclusions:

Peter's house is built to provide shelter from all kinds of weather.

The students' houses are different from Peter's house, but they all provide shelter.

All houses (probably) provide shelter.

Extension:

Write *Shelter* on the board and have the children examine the outside of Peter's house to find as many things as possible that provide shelter. The teacher may point out things the students have missed, such as the eavestroughs.

Rather than providing the term, point to the object (e.g. the eavestrough) and ask the students what they think it is and why it is there. The children may not know the name, but may describe it functionally (i.e. "It carries the water down from the roof.") and this may be accepted as the definition.

If the students do not supply precise answers, questions may be asked, such

as: “How, exactly, does the water get from the roof to the ground?” Encourage the students to ask questions about the evidence and to examine all possible evidence; insist that they justify every answer by reference to the evidence. Some students may be willing to accept the sprinkler and the weather vane, for example, as “shelter” from the elements; others may challenge this conclusion. In every case, the children must justify their stand according to the evidence.

Objectives:

To elicit the concepts of security and protection and apply these concepts to the house.

Strategy:

Start by reviewing quickly the established concept of shelter, and then ask the class to examine some related items that provide protection against human intruders: e.g. the fence, PLEASE sign, lock and key, window latch. Record the responses on the board.

Ask: “Do you have any of these things in your homes? Do you have a key to your house? Do you lock your bicycle? What do your parents do when they park the car and leave it?”

Ask: “What is a good word for all of these things?” For the time being any concept advanced by the children approximating “safety,” “security,” or “protection” will do.

Have the class turn to pages 4-5 and work in small groups to search for all possible evidence that Peter’s house provides safety/protection/security.

Each group will prepare a list and will report to the class. Encourage the students to consider all possible evidence, and involve as many items as possible. Students may infer locks and other items that cannot be seen, as long as their arguments are logical.

When the groups report some will include items like walls, doors and windows, as well as locks. Ask the class how this can be— does a door or a window provide both shelter from the weather and security from robbers?

Some lists will also include safety features — lights, fire hydrant, etc. Encourage the class to discuss how these items protect us. Ask: “Is this a different kind of protection than the others? Do the fire hydrant and other things protect us in a different way than the roof or the locks on the door?”

The children’s terminology will probably not be precise, but they should begin to recognize and distinguish different ideas contained in the concept of protection. A chart such as the following may help them organize their ideas.

Protection

from the weather (shelter)	from people (security)	from dangers (safety)
-------------------------------	---------------------------	--------------------------

Conclusions:

Houses are built to protect us from many different things. Some ideas are bigger than others. Protection is a bigger idea than shelter, security and safety.

Why does Peter live in a house?
(pages 4-5)

Why does Peter live in a house? (pages 4-5)

Objectives:

To elicit the concept of communication and apply this concept to the house

Strategy:

Start by asking the class "What does communication mean?" Most students will have a rudimentary idea of the meaning of the concept but may stumble over the word itself. If they do not recognize the word, say: "I am communicating with you right now." Write the same phrase on the board without speaking.

The children should be able to offer a preliminary definition along the lines: *Communication is when we say something to somebody else.*

Next, ask certain students to act out various forms of communication without speaking. One student might make a face. A second will bow his head, close his eyes and hold the palms of his hands together. A third will shake hands with another person. Probe to determine how the class perceives each as a form of communication even though no sound was uttered.

Ask certain students to demonstrate various forms of communication in which only sound is used. e.g. A student knocks on the outside of the classroom door. A group of students produce a burst of applause, etc. Probe to determine how the class perceives each as a form of communication, even though no words were uttered. The students should now be able to expand the definition to something like: *Communication is any message we give to another person.*

Finally, expand the discussion by asking: "Can things communicate with us? If I look at that clock, does it communicate something to me? If you walked into my home and saw a baseball bat, would that tell you anything? A grand piano? A parachute? A hockey stick?" The children should now be able to expand the definition to something like: *Communication is anything that tells us something.*

Have the children turn to pages 4-5 and examine Peter's house for evidence that it offers communication to the people who live in it. Record the responses of the class according to the sense involved:

Sight	Sound	Touch	Smell	Taste
TV aerial	doorbell	shake hands	food	food
newspaper	TV	running water	smoke	water
PLEASE	Dog bark			
meter	car horn			
thermometer	talking			
lights				
house number				

The greatest number will doubtless involve sight, but all other senses should be represented. Ask the class what communication they would lose about the house if they were blindfolded. What would they still receive? What would they lose if they were deprived of the other senses in turn? What would they still receive?

Conclusions:

A house offers communication in many different ways.

We can apply all five senses to our house evidence as a means of determining how a house communicates.

Some forms of communication in the house picture are easily understood because communication is in words or numbers.

Communication that relates to other senses is not as easily agreed upon.

Extension:

Raise the question of what the house tells about the people who live in it, and the society it is a part of. Are the people rich or poor, friendly or unfriendly, active or passive; is it a big family? What other questions can the children think up about the house and how it communicates?

Objectives:

To elicit the concept of transportation and apply this concept to the house

Strategy:

Begin with oral questioning focusing on transportation and the home. “What brings the television picture (messages) into our home?” (possible responses - wires, cable, antenna, air waves) “What brings someone’s voice into our home?” (possible responses -telephone, wires, electricity)

“If *transport* means *to carry*, can you name some of the things that transport you, or that transport things in and around your home?” Record all the answers on the blackboard.

Ask the students to turn to pages 4-5, pick out anything to do with transportation and compare the results with the list on the board. The following are some of many possible responses:

- Antenna on the roof bringing in pictures
- Car in garage
- Bicycle in garage
- Skis in garage
- Pitcher on barbecue table— spout channels (transports) liquid
- Straws in the glasses transport liquid
- Wheelbarrow transports grass or dirt.
- Eavestrough transports water from roof
- Hydrant transports water in case of fire
- Drain on road transports water when it rains
- Some pupils may state that the path leading to the door is a form of transport
- Some pupils may mention the door itself

These and others are acceptable as long as the students can in some way validate their observations.

Extension:

Ask the children to list things about their own homes that are forms of transportation.

**Why does
Peter
live in
a house?
(pages 4-5)**

**Why does
Peter
live in
a house?
(pages 4-5)**

Objectives:
To introduce the concept of relaxation and apply it to the house

Strategy:
Begin with oral questioning about relaxation and prompt the students to indicate how they relax. If someone said *relax* to you what would he mean? (Take it easy, or perhaps do something you like.) Encourage responses that relate to the students' direct experience. "What do you do when you get home after school? What do you do on the weekend? Is this relaxing? Is it fun?"
Ask the children to talk about how the other members of their family relax. Record all activities.

Ask the students to turn to pages 4-5 and record all the forms of relaxation they see in the picture. Compare how Peter and his family relax with the ideas the class has already suggested. Would the children like to do the same things as Peter and his family do?

Conclusions:
Houses are built to offer relaxation to the people who live in them.
Relaxation means many different things to different people.

Extension:
Have the students write about their favorite way of relaxing. What would they do if they had a day all to themselves to do anything they wanted?

**Should we
look inside?
(page 6)**

Objectives:
To extend the investigation by analyzing new evidence
To test the children's understanding of the concepts under discussion by applying them to a new situation
To extend and/or modify our understanding of the concepts

Strategy:
This page is an excellent opportunity to test the children's comprehension of the concepts developed so far. The children may work through the questions on this page individually or in groups. If group work is used each group may be assigned one particular question. When the groups report their conclusions to the class as a whole, the level of understanding of the students can be gauged from the discussion and comment that is raised. Correlate the responses under the four headings:

Shelter Protection Communication Relaxation

Extension:
What main idea has not been covered? Can the class pick out all the things in the four lists that relate to Transportation and circle them?

This page may be used in conjunction with page 6 or on its own. It goes further than page 6, as the student must go beyond the levels of memory and recall.

Strategy:

Starting with each object, have the children give as many functions it performs according to the major concepts that have been established.

- e.g. the fan
- protection (from the heat)
 - transportation (moves the air)
 - relaxation (keeps you cool)
 - communication (tells us it is hot)
 - protection (wire shields fan blades)

Let's look more closely
(page 7)

Objectives:

- To identify a variety of different looking structures
- To define each of these structures as house or home
- To determine whether the general conclusions about one house will apply to other houses

Strategy:

Have the children work through the sequence of questions on the page using a grid format to help them organize their answers. First identify each illustration:

Why do houses around the world differ from Peter's house?
(page 8)

What is it?	Protection	Communication	Transportation	Relaxation	Is it a house?	Is it a home?
Igloo						
Grass Hut						
Greenhouse						
Turtle						
Trailer						
Tree house						
Lighthouse						
Jail						
Outhouse						

Does each illustration fit the concepts we have established for houses? If the children apply their key concepts to each item they will probably agree that each can be called a house in some sense of the word, even though it is very different from Peter's house and their houses.

Question 4: The conversation will focus on the first two houses. Most children will notice the climatic difference. Encourage them to discuss cultural differences — e.g. Are the houses meant to be permanent? The children can now proceed to answer the last two questions and complete the chart.

Conclusions:

Houses can come in many different types.

They can be different because of the climate (environment) where they are found, and because of the different ways of life of the people who live in them.

There are many things that are like houses in some ways, but are not real houses because people do not live in them.

Some houses are used by people but are not really homes.

Objectives:

To introduce the idea of temporal change

To apply our concepts and understandings to houses of different times

To refine our understanding of the concept of house/home

Strategy:

Have the children identify each dwelling: cave, castle, half-timbered house, log cabin, lake dwelling, Victorian cottage. Do not insist that these exact descriptions be used, or that the children memorize each—just so an agreed term of reference is established for ease of discussion.

Have the children work singly, in groups, or as a class to guess as much as possible about what life was like for the people of each period based on the evidence seen in the house. Have them organize their observations according to the key concepts established previously.

Conclusions:

Conclusions will vary widely. The children should also recognize that their conclusions are very tentative, and more research is needed before firm conclusions can be drawn.

Sample Conclusions:

Castle: danger of attack
many people lived together
need to know how to fight

Tudor house: well built
decorated
rich person's home
no danger of attack

Extensions:

Children may wish to find out more about life at various times in the past, and in other parts of the world. If they undertake projects about houses of other times and places, encourage them to apply the key concepts and perceptions of *Rivervale* to their work.

This will also provide an excellent opportunity to evaluate how well the children have internalized the conceptual/inquiry approach they have been using in *Rivervale*.

Why do houses of other ages differ from Peter's house?
(page 9)

Objectives:

To determine if a home in an apartment building can afford shelter, protection, communication, transportation and relaxation

**Jimmy
and Sue's
home**
(pages 10-11)

Strategy:

Prior to turning to pages 10-11 children should be asked questions such as the following: “When you look at an apartment building what do you see?” The children will probably respond with: roof, balconies, chimneys, windows etc. Write all responses on the board. Have the children then look at pages 10-11, only at the apartment building, to confirm or modify their verbal responses. Classify the responses on the board according to the five key concepts.

Shelter	Protection	Relaxation	Communication	Transportation
roof	roof	balcony	television antenna	
windows	windows	flowers		
walls	railing	umbrella		

Now ask the children to search for more information on pages 10-11, not restricting them to the apartment building. What can Jimmy and Sue do outside of the apartment?

Complete the questions on pages 10-11.

Conclusions:

An apartment building is a big house in which there are many homes.
An apartment building is superficially different from a house, but functionally and conceptually comparable.

Extension:

Page 12 (**Let’s look inside**) may be used in the same lesson period as an extension or follow up to this lesson by extending the examination of the high-rise home through the introduction of new evidence.

Objectives:

To extend the examination of the high-rise home by introducing new evidence

**Let’s look
inside**
(page 12)

Strategy:

Before turning to page 12 ask the children what they think they might find in Jimmy and Sue’s home. All responses should be written on the chalkboard. Have the children turn to page 12 and compare their list to the picture to see if anything should be deleted, added or modified.

The amended list is then classified under the five headings established on pages 10-11: shelter, protection, relaxation, communication and transportation. These items may be added to the list begun on page 11. e.g.

Shelter	Protection	Relaxation	Communication	Transportation
doors	doors	beds	bell	elevators
walls	locks	chairs, sofas	T.V.	stairs
	fire extinguisher	T.V.	door number	garage
	garbage chute			garbage chute

Conclusions:

An apartment building has all of the things one requires for shelter, protection, transportation, communication and relaxation.

Extension:

Have children who live in a high-rise apartment describe their homes and what they do when they get home after school. Or, have a selected group of students visit a high-rise to talk to people who live there.

Things belonging to Peter's house (page 13)

This lesson can be used either as an extension of pages 10-11-12 or as a separate unit reinforcing the conclusions of these pages.

Objective:

To differentiate between items one requires in a high-rise building as opposed to other dwellings

Strategy:

Begin with the following question: "If you lived in, or were moving into a new high-rise building, what things do you think your family would need to live in that new home?" All responses are written on chalkboard.

Have the children then turn to page 13 to determine whether or not the items on the board correspond to the pictures in the book. They may add to, delete from, or modify the list, giving reasons for accepting or rejecting items on page 13.

The questions in the book may now be used if they have not already been covered in substance.

Conclusion:

Different items are needed for Jimmy and Sue's home than for Peter's home.

Extension:

Children add to their lists based on interviews with family, friends, etc. who live in high-rises. Children who haven't been exposed to high-rises should consult librarians or learning centre for additional information.

The next section of Rivervale moves out from the limited environment of house and home to introduce the broader patterns of the community at large. The conceptual framework developed in the initial pages is maintained and expanded, but the initial stress in this section consists of an introduction to simple maps and map skills. Various community services are introduced in relation to the maps and the map work, and these are reintroduced in greater depth in subsequent pages.

Maps and map skills (pages 14-27)

Objectives:

To introduce the concepts of

- direction ● distance ● scale ● symbols
- the compass and the cardinal directions

To translate a picture into a map

To translate things into symbols

To apply simple map reading skills

Introduction:

Ask one of the children to open the classroom door. Since the desks will probably be in rows, or some regular pattern, the child will have to follow some rectangular route—right, forward, left, back—to get there.

Ask the child to tell how she/he got to the door. The explanation will probably be given in very vague terms. Ask the class if this explanation would be good for someone who didn't know what the classroom was like. Ask the children to work out a numerical description of the route—e.g. four desks back, turn right, three desks across.

Ask the child to return to the starting point and describe the route. This time the description will probably be stated in proper numerical terms, but the terms *left* and *right* will probably be confusing, since the person walking will not always be facing the same way as the bulk of the class. Suggest that the class establish standard directions for the classroom, based on the way the class as a whole usually sits—front, back, left, right.

Ask various students to go to certain destinations or follow certain routes, until the terms right and left, front and back are clearly established and easily used. This can be done by inventing activity games and challenges for the students.

Make the transition to map format and terminology by drawing the pattern of the classroom on the front board—front because Top/North, back becomes Bottom/South, right and left become East and West. Variations of the games should be played until the children can function easily.

Objectives:

To expand the area of investigation from the home to the neighborhood

To translate a picture into a map

To introduce the concept of symbols

To introduce the concept of scale

To use a simple map

Peter goes to school (pages 14-15)

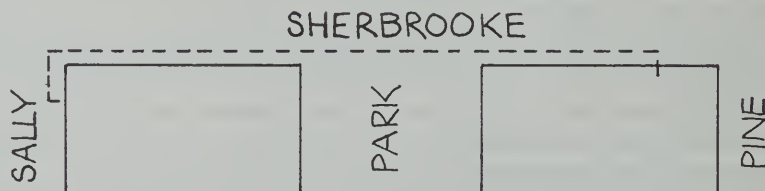
Strategy:

Open the book to page 14 and identify both Peter's house and the school. Have the students point to Peter's house and the school. Then on tracing paper, verbally, or in writing have the children describe their routes as per question 2. Encourage the children to use clear numerical descriptions, as per the introductory lesson.

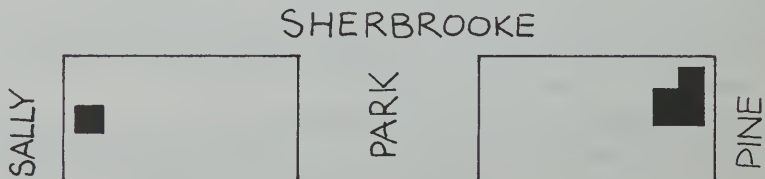
Ask the children to indicate how many times they stopped. What made them stop? The answers — red light, stop sign, crossing guard, etc. — should be written down on the chalkboard. Any items or words not clearly understood should be clarified at this time. The items in the picture on page 14 should then be classified according to the concept of communication or protection. Let the children choose where they would place their responses, as long as they can justify their choices by appeal to rational argument.

Extension:

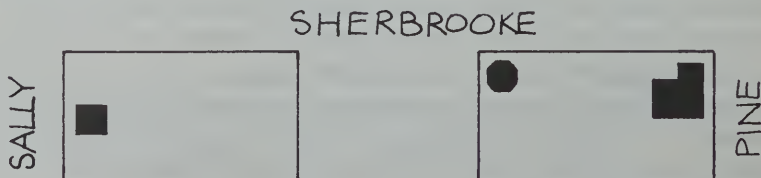
Ask several children to describe how they go home — if by bus to count the streets, how many left turns, how many right turns. If they walk — how many streets, how many left turns, how many right turns? Illustrate some of the simpler routes on the chalkboard. Thus if Sally says she walked two blocks, turned left and was home, the diagram may look something like this:



Then say: "Let's draw in Sally's house and the school. from now on all buildings will look like this:" ■



Sally is then asked if there was a stop sign or lights on the corner of Park Avenue and Sherbrooke. If there was then the stop sign will now look like this: ●



Continue until most of the symbols are known and children have been drawing maps with the teacher.

Turn to page 15. Introduce the map through questions such as:

- Can you find the school?
- Can you find stop signs?
- Can you find Peter's house?
- Can you find signal lights?

Conclude by working through the questions in the text.

Conclusions:

Maps and pictures can show the same things, but in different ways.

A map has symbols and a scale, but a picture does not.

Objectives:

Further sophistication of map skills

Strategy:

At this juncture the children are acquainted with the basics of what a map is and with some simple map symbols. Ask them what other symbols they might put on a map. What would they put for police? If they don't answer **P**, then tell them that, on the map they will be looking at, **P** will mean police station.

Next, introduce the map by asking the children to turn to pages 16-17 and guess what the different symbols might stand for. Have them check their guesses against the illustrations in the left-hand column.

Have them look at pages 14-15 to find out on what street Peter's house is on. This will orientate them to the map on pages 16-17. Have them pick out the area covered by the map on pages 14-15. What parts of what streets are covered? The questions on pages 16-17 are then completed. The twins' apartment building is on the west corner of the intersection of Vine and Wilson.

Conclusions:

Maps can be of different sizes and different scales.

Maps can have many different symbols.

Objectives:

To differentiate various kinds of transportation and what is being transported

Strategy:

Before turning to page 18 have students answer questions concerning transportation. e.g. "How many kinds of trucks or cars have you seen?" List the responses on the board. Ask: "What do these cars or trucks carry?" List the answers beside the original list. Children are then asked to compare their responses with the pictures on page 18. The teacher adds to, deletes from, or modifies the items on the chalkboard. Children will then classify the various vehicles into one of the five slots, transportation, protection, relaxation, shelter, communication. Thus the police car may end up in transportation and protection and possibly communication if some children identify the dome light as communication.

Extension:

Have children over a period of one week list the various kinds of cars and trucks they have seen or read about, then classify the list into the five areas.

A much bigger map
(pages 16-17)

Look out for cars and trucks
(page 18)

Let's learn to read the signs (page 19)

Objectives:

To identify a variety of road signs and understand what the symbols mean

Strategy:

Before turning to page 19, an oral introduction may be helpful. Make up simple posters showing various traffic signs, or obtain traffic charts and posters from the local police or highways safety department. Hold up the posters one by one and ask the students: "If you were driving a car and you saw this sign: what would you do? What does it mean? If you were driving a car and saw this sign: what would you do? Can you tell what it is supposed to mean?"



Three or four posters will probably suffice to introduce the topic. Turn to page 19 and identify all the signs shown, working through the questions on the page: divided highway, highway narrows, clearance of an overpass, speed limit, dead end, hill, yield, stop, railway crossing, intersection, slippery when wet, obstacle marker, bump, men at work, pedestrian crossing, playground, right turn, cross walk.

Once the signs have been learned, a game may be played to reinforce them. Have each student draw a road sign using crayons; divide the class into teams and have "drivers" from each team alternate identifying signs flashed at random by the other team.

Conclusions:

Road signs have symbols on them.

Road signs protect people.

Extension:

Invite a policeman to talk about traffic safety and rules of the road as they apply to motorists and pedestrians.

Have students make lists of all the traffic signs they can spot on the way home. How many different kinds did each person see? How many were seen that are not in the book? What road signs (highway markers, No Parking signs, distance signs etc.) can the children find that do not strictly "protect" people or provide safety?

A town needs transportation (pages 20-21)

This lesson may be used as an extension of pages 18-19.

Objectives:

To classify various forms of transportation in terms of speed

To organize data in a logical sequence

Strategy:

Questions on page 21.

Objectives:

To have students identify problems, analyze their causes, and suggest solutions

Strategy:

These two pages are a good example of a simulation game. Prepare the students for the exercise by explaining the background information and the ground rules so that they are clear about the content of the page. Have the children work through the simulation exercise and the questions on pages 22-23. Have them report back on what happened in each diagram. Report can be as follows:

Diagram#1 Not Bad Small Traffic Jam Easy to get to home

Diagram#2

Diagram#3

Diagram#4

Each group proposes possible solutions to the problems they encountered in the diagrams. Suggestions may be: build more roads; use stop lights; set up a system of one way streets; get cars off the road by using buses; stagger the working hours so people start home at different times; etc.

Conclusions:

Students through simulation can encounter a problem, analyze it and propose solutions.

Extension:

If the children are interested in this aspect of community life, a group might study traffic patterns around the school. Is there a traffic jam or a peak traffic period? Is there a factory or a shopping centre that provides a lot of traffic at one time of day? Encourage the children to analyze specific problems and suggest specific solutions.

**The
five o'clock
rush hour**
(pages 22-23)

Objectives:

To understand a large-scale map

To establish the compass symbol and the cardinal direction of North

To determine if a problem exists (extension of pages 22-23)

To relate visual evidence (a picture) to a map

To use analytic skills to solve a problem

**A map of
downtown
Rivervale**
(pages 24-25)

Strategy:

Have the children refer to page 24 and observe the picture to determine if a traffic problem exists. The map on page 25 should be examined and analyzed for potential bottlenecks. For example, there are only two road bridges across the Vale River. The railroad tracks cross all the streets in Rivervale East as well as Riverside Drive, Kennedy Road and Lincoln Avenue.

As a game you may ask the students to trace a route from one point in town (e.g. Pembroke and Roosevelt) to Elm Street as well as Pembroke and Roosevelt to Rosedale Avenue. Ask them what might happen if a hundred cars were all trying to get to either one of these places. Ask the students how they could possibly correct the problem. Answers such as rerouting, underpasses, overpasses where train tracks are, more bridges, more buses etc. are all acceptable.

Record all the answers and attempt to reach a consensus on what they feel is the best alternative.

Conclusions:

Maps can help to identify and help solve some kinds of problems.

Meeting a friend (pages 26-27)

Objectives:

To test students' ability to utilize map skills

Strategy:

Read through the comic strip with the students.

If the children can read pages 26-27 with facility then they should go ahead and trace the route, responding to the questions on pages 26-27. If the children are unable to cope with the reading divide the class into groups and work with each group in responding to the questions. A complete, large-scale map of Rivervale will be found on pages 62-63 of the book. It may help the students if they are provided with copies of this map so they can trace the route physically as they work through the instructions in the comic strip story. The maps may be turned in for evaluation by the teacher of each individual's level of mastery and comprehension.

Rivervale provides protection (pages 28-29)

Objectives:

To extend and reinforce the concept of protection

To discover and identify how a community provides protection for its citizens

Strategy:

Two separate lists should be made before the students use pages 28-29. Ask a series of questions, such as the following, and record the answers:

“Who helps you get to school?

“Do you cross the road by yourself?

“If you left garbage outside for two weeks, what might happen?

“Who do you call if you are sick?

“There are many helpers where we live - can you name some?”

A second list can be made using some of the following questions: “Are there some things you have that you like so much you wouldn't want to lose them? Name them.

“Do you keep all your money at home?

“Are there people or things outside your home that protect you? Name them.”

Have the students turn to pages 28-29 and compare their list on the

chalkboard with the pictures on pages 28-29. The list is then modified to reflect the differences. The students then answer the questions on page 29. They may list each of the six headings in the boxes in chart form, and group the things in the pictures under each:

Money	Possessions	Life	Family	Health	Work
police	fire engine	fire	ambulance	ambulance	unemployment
bank	police	engine	police	sewer	insurance
insurance	water	police	fire	garbage	employment
	tower	ambulance	engine	truck	office
					job

Conclusion:

A community provides many services to protect its citizens.

Extension:

Students may add to their list by asking friends and relatives what they think. This may be a good time to invite individual family members of the students (if possible) to visit and discuss particular vocations. An alternative is to bring persons in from the community to talk about what they do.

Objectives:

- To extend and reinforce the concept of communication
- To discover and identify how a community communicates to its citizens

Strategy:

- Students may orally be asked some of the following questions:
- “Do Mommy and Daddy always tell you something by talking to you? Are there other ways?”
 - “Does a street sign tell you anything?”
 - “Does _____ on the bottle mean anything?”



- “Can you think of any other things around you that tell you something?”
- List responses to all the questions on the chalkboard; have the children turn to pages 30-31 and add to, delete from, or modify their list. The questions on page 30-31 are answered orally or in writing. Students classify their responses into communication and any other of the four areas they feel is valid.

Conclusion:

Communication has many forms. A community provides many kinds of communication for its citizens. Different kinds of communication also provide protection, relaxation and other things.

The community offers communication (pages 30-31)

Spare-time activities (pages 32-35)

Objectives:

To extend and reinforce the concept of relaxation

To identify the various forms of relaxation within a community

Strategy:

Teacher may review the concept of relaxation learned on pages 4-5 in relation to the home. Students are asked how they relax away from home. If student response is “taking it easy,” or “lying around,” they may be prompted that there are many ways of relaxing, some people sleep, some watch, others play. Can they think of ways they or their family relax? The responses are recorded on the chalkboard.

The students then turn to pages 32-33. They are asked to look at the pictures and to compare them with the list on the chalkboard. Some things in the students’ list will not appear in the book, and some activities in the book will not appear in the list on the board. The children may discuss why people’s ideas of relaxation are so different, and this may be used as an introduction to answering the questions on page 33.

Conclusions:

Different people relax in different ways.

The community provides many facilities for relaxation.

Extension:

Answer questions on pages 34-35.

These two spreads offer an excellent opportunity for a class project involving

- opinion sampling
- simple graphing
- recording of information
- simple statistical analysis

Have children list their preferences for each activity in sequence from most preferred to least. Total up the results. Which activity is the favorite of the class as a whole? Which the least? Was there any difference between the boys and the girls? Which group of activities was the favorite—pages 32-33 or 34-35?

Rivervale industries make things you can buy (pages 36-37)

Objectives:

To identify the origin of manufactured products

To understand the terminology of *factory* and *plant*

Strategy:

Ask students where their father or mother works, where other people or members of their family work. This list is recorded on the chalkboard. The list is then classified under the following headings:

Office Factory Store

Ask the children what a particular company makes. Two or three companies should be used depending on the nature of the local community. Responses should be recorded on the chalkboard.

The children are told that Rivervale has eight companies and each of these companies make products things you can buy.

Turn to pages 36-37 and see if you can name the companies and the products they make. Answer the questions.

Conclusion:

Many things that we buy in stores are manufactured in factories.

Extension:

Ask the children how many things they can think of that do *not* come from factories.

If there is a suitable business established in the community arrange for the class, or a selected delegation of students, to tour the factory.

Objectives:

To introduce the concept of specialized districts and functional grouping of services

To identify the various functions of stores

To differentiate between selling products, servicing things, and selling a service

Strategy:

An introduction such as the following may help prepare the children for the development of the lesson. “If your bike is broken and you can’t fix it, who might fix it? The bicycle store is not selling you the bike, he is selling you his skill—he is fixing (servicing) your bike. A bicycle store can sell you a bike, or he can service your bike.

“There is one other thing a store can do. Some stores have phones in them if you would want to call home—this is selling a service. The store owner keeps the pay phone so you can use it. He is not fixing the phone, he is not selling the phone, he is selling a service.”

Children are then asked what they have bought, or what their families buy at stores; similarly, what services they have used. Put the three headings on the chalkboard:

Sell Things Service Things Sell Services

The children must indicate under which classification they think each answer fits. Then have the children turn to pages 38-39, delete from, add to, or modify their list. The questions on pages 38-39 are then answered.

Conclusions:

The function and role of selling things, selling a service, and servicing things are different.

Extension:

Students may be taken to a main street to question various proprietors, or the owner or manager of a shop may be invited to visit the class and talk about what it is like to run a store.

**Rivervale’s
main street
(pages 38-39)**

Rivervale East (pages 40-41)

Objectives:

To establish the concept of specialized districts and functional grouping of services

To review and apply map reading skills already known

To analyze a map and draw logical inferences about the reasons for the information shown

Strategies:

Refer to the previous lesson on Rivervale's main street. Ask the class: "What kinds of buildings did we see when we looked at the picture of the main street?" Responses will indicate stores, restaurants, offices, hotels, banks. Ask: "What kind of buildings did we *not* see?" Responses should indicate houses, apartment buildings, and factories. If the children do not mention factories, refer them back one spread to pages 36-37.

Ask where the factories in Rivervale might be found. The children will probably not be able to offer a definite response but, on the basis of the evidence examined so far, probably will be able to say where the factories are *not* found—i.e. not mixed in with the houses, and not mixed in with the shops and offices.

Turn to pages 40-41 and proceed with the questions. Ask the children why they think the factories are all grouped together. The children may offer both positive and negative reasons: Industries located in Rivervale East because it was near the railway and other transportation routes. If the children do not think of the Vale River as a transportation route refer them back to pages 20-21 for a clue—the ship in the river. Ask what else the river might have offered to industry. (water, power)

Industries probably also located in Rivervale East for negative reasons: i.e. because people did not want them in other areas, mixed in with their houses, playgrounds, stores and offices. If the children do not offer this idea spontaneously ask them if they would like to live next door to a factory. Would the people of Rivervale want to?

Conclusions:

Rivervale has various districts that are different. Each has a special character. Some districts are mostly houses, others are shops and offices. Rivervale East is mostly factories.

Factories are important. They make things we use, and they give people jobs.

Factories are usually unpleasant to live near. Factories sometimes pollute rivers.

Tickets, cards, and slips of paper (pages 42-43)

Objectives:

To evaluate evidence

To hypothesize about a person on the basis of his possessions

To test the hypotheses

N.B. More than with most investigations in *Rivervale*, the questions on this page are suggestive only. They are meant to be supplemented by extensive

questioning from the students. The success of the unit will depend to a large extent on the quantity, the variety, and the quality of the questions asked by the children, and these questions, rather than specific answers or conclusions, are the most important part of the lesson.

They also afford the teacher an excellent opportunity to evaluate the extent to which the students have mastered and assimilated the inquiry approach to social studies which is the basis of the book.

Strategy:

Poll the class for their opinions: "Can you tell something about someone even if you haven't met him? Can you tell something about someone just by little pieces of paper?" Record yes and no votes.

Have the students turn to pages 42-43 and begin the investigation suggested by the questions on page 43.

If the class has trouble coming to grips with the problem, suggest: "Let's go back one step. Before we try to learn what the evidence says about Mr. Wilson, let's decide what we want to know. What kind of things do we want to find out? What kind of questions should we ask?"

The children should be able to volunteer increasingly specific questions:

- Where does he live?
- How old is he?
- What does he do?
- Is he rich or poor?
- Who does he work for?
- Does he drive a car?
- Does he travel a lot? Inside the country? Outside?
- What does he do for relaxation?

Another approach is to consider a single item of evidence at a time and extract all possible information from it before moving on to the next. List the items shown, and have the children play detective with each one, e.g. What is the meaning of the transit ticket? Did the car break down? (No repair bill.) Did Mr. Wilson give the car to his wife for a day? Are the Wilsons then, a one-car family?

A third avenue of approach is to consider Mr. Wilson's values. e.g. Is he public-spirited? Yes, but only if it does not involve monetary outlay (Blood donor card) or involves potential monetary gain (charity raffle ticket). etc.

Conclusions:

Physical objects can tell us much about people even if we have not met them.

Some things are easy to tell, others not so easy. We must be careful and must be prepared to change our ideas.

Objectives:

To deduce what a person does from the evidence of clothing, tools, and equipment

To examine a variety of occupations found in a modern community

To reinforce the concepts of skill and craft

To introduce the concepts of economic specialization and interdependence

**The people
who live
in Rivervale**
(pages 44-45)

Strategy:

As with the previous spread, the success of the lesson will depend to a great extent on the imagination and perception of the students in asking questions about the evidence.

The introduction on page 44 and the questions on page 45 suggest a variety of approaches to the material, but there are many more that can be used. Question 1 is crucial to any approach, and the identities of all the figures should be firmly established. The class may employ a chart similar to that used in the first lesson:

Evidence	Conclusion	Name
light bulb, pliers	electrician	Mr. Powers
thermometer, cap medicines	nurse	Miss Nightingale
brush, paint	painter	Mr. Brown
wrench, grease, filter	mechanic	Mr. Bolt

The class may enjoy assigning a name to each person according to his or her occupation, the same way as the names of the workers on page 3 reflect their occupations.

One approach to the material could be to classify the jobs according to the amount of skill involved and whether or not they involve a craft.

Another approach is to classify them according to the categories used on pages 38-39:

- Jobs that produce a product
- Jobs that perform a service on a product
- Jobs that simply perform a service

Another approach is to group jobs functionally. Start with the established group of workers who built Peter's house. What other natural groupings can the children think of? e.g.

- Mechanic *and* service station attendant *and* cab driver
- Farmer *and* butcher *and* cook *and* supermarket clerk
- Taxi driver *and* airline flight attendant *and* conductor

Challenge the children to add to these core groups. e.g. Could the assembly line worker be manufacturing automobiles? If so, he could be added to group 1. Could the crossing guard or the policeman also be linked to this group? etc.

Conclusions:

A modern community needs many people to do different jobs.

Many of these jobs need special training.

The clothes, tools and equipment a person uses can help tell us what that person does.

No one person can do all the jobs in Rivervale, so each person concentrates on one job, and works with others.

Objectives:

To establish the concept of loyalty

To identify degrees of loyalty

Loyalties

(page 46)

Strategy:

Text and questions on page 46.

Start by reading aloud to the class the definition at the beginning of the questions. Discuss orally what it means to the children themselves. Who are they close to? Who are they attached to?

Work through the questions.

Conclusions:

Loyalties are very important

Each person has his own loyalties

Some loyalties are strong, others are weak

Extension:

Can groups have loyalties? Can you make a loyalty chart for your class? For your community? For your country?

Objectives:

To identify various sources and uses of electricity.

Communities

provide

electricity

(page 47)

Strategy:

Work through the questions on page 47 with the class.

Ask the students to list all of the things in their homes that run on electricity. The children may be given an overnight assignment to make up a detailed list.

Say: "Beginning today we have an electrical shortage — we must use only half the things that need electricity. Go over your lists and decide which things you are going to cross off."

Conclusion:

We depend on electricity for many things.

Extensions:

Correlate a science lesson on electricity with this page.

Could we learn to live with less electricity? Have students list some of the things that use electricity that they could possibly live without.

Objective:

To identify social responsibility

Garbage

is a

problem

(page 48)

Strategy:

Ask: "What is garbage?" List the responses offered by the class. Ask: "Have you ever thrown a piece of paper in the street, spit out a piece of gum?"

Students may give examples of what they have done. List the responses.

Turn to page 48. Do the pictures tell a story? Discuss the stories and the statements on the page. Ask: “Who is responsible for garbage?” List the responses. The class should reach a consensus as to who they believe is responsible. Make up some class rules for keeping the environment clean.

Conclusion:

We are all responsible, individually and collectively, for garbage.

Extension:

The teacher may want to prepare an ecology lesson in conjunction with this page.

**What makes
the telephone
ring?**

(page 49)

Objectives:

To familiarize the children with the telephone and with the courtesy and discipline involved in using it.

Strategy:

Ask the children how many of them use the phone. Who do they call? Have them record the answers and work out general categories to classify the calls:

- To family; to friends; to strangers
- Times: 1 minute or less
1 - 5 minutes
over 5 minutes

- Long distance; local

Classifications will vary according to the decisions of the class.

Turn to page 49 and work through the exercise. Have children act out the proper way to make a call—consulting the directory, waiting for the dial tone, careful dialling etc. Someone might play the role of an operator giving assistance if needed.

Conclusion:

The telephone is an important method of communication. We must use it carefully.

**How are
letters
delivered?**

(page 50)

Objectives:

To acquire knowledge of post office terminology

To become familiar with accepted form in writing and addressing letters

To trace the sequence of events in the delivery of a letter

Strategy:

Ask: “Have you ever written a letter? What did you write on the envelope? What do you think should be written on the envelope? Have you noticed the lines that cross the stamp on a letter delivered to you? Have you noticed the circle and the writing inside the circle?”

Distribute examples of used envelopes of various sizes and shapes and have the class work out explanations for all the marks that appear on them. Try to

have a variety: personal letters, business letters, advertising mail, air mail, registered, special delivery etc. If possible have some that were received from other countries. Include a short lesson on how to address an envelope properly.

Turn to page 50 and read the story. Have the class tell what things appeared on the envelopes in what sequence, according to the story. Discuss the picture. What do all the stickers and cards stand for? Are there any that were not discussed in class? Are there any that were discussed in class but are not in the picture?

Conclusion:

The post office is important. We must make sure our envelopes are properly addressed and stamped.

Objectives:

- To discuss a typical community service
- To review the services provided by a local community
- To distinguish the sorts of services provided by a local community from those provided by a national government

Strategy:

Pose the following questions: “Do you drink water? Where does it come from? Is it clean? How do you know it is clean?” Record the answers on the chalkboard.

Turn to page 51 and work through the text.

Conclusion:

Water comes from lakes or rivers and is usually treated before reaching a home.

Extension:

- Under what key concepts could we classify water?
 - What other community services does Rivervale provide?
 - How is this service (water supply) different from the postal service just discussed?
-

Objectives:

- To introduce the topic of pollution
- To introduce the children to a value oriented question
- To encourage the children to analyze and clarify their own values
- To choose a solution in terms of social consensus and compromise

**Where
does the
tap water
come from?
(page 51)**

**The
Vale River
question
(page 52)**

Strategy:

Tape (or read aloud) the story on page 52 for the class. Or, prepare a dramatized version of the arguments presented by Mayor Jackson and the Citizens' Committee and play this tape to the class.

Collect the opinions of the class on what should be done. Rank them in an agreed sequence from one extreme (Do nothing) to the other (Close all factories completely). Discuss the extreme solutions with the class. What do they think are the problems of each? What compromise solutions might there be? Work in from both extremes to less drastic solutions:

Soft Line

Do Nothing
Open new beaches
upstream
Build a treatment plant
at public expense
etc.

Hard Line

Close factories completely
Close factories temporarily
until they stop polluting
Fine factories for polluting
etc.

At various stages, have votes on the preferred solutions. Do voting patterns change as more options become available?

Conclusions:

Pollution is bad.
What to do about it is not certain.
It is hard to please everybody.
The more ideas we had the more choices we had.

What would you do? (page 53)

Objectives:

To introduce a personal value question as distinct from a social value question
To encourage the children to analyze and clarify their values
To choose a solution in terms of personal values

Strategy:

The story is read by the students or by the teacher orally to the students. The events are clearly spelled out so that the student understands what occurred. The teacher then says that six people have given answers to what they would have done. Examine the answers and ask the students: "Which one would you choose and why—or do you have another answer?"

- Run — when people come screaming, I don't want to be hurt.
- I would have stayed but I was scared.
- I tried to clean it up, but Mr. Brown wouldn't let me.
- I'll go explain it to Mr. Brown now.

- I should have tried to explain it to Mr. Brown.
- Even if it was an accident and Mr. Brown was screaming I would have stayed to clean up the garbage.

Conclusions:

Different people see things differently.

It is sometimes difficult to make the right decision.

Objectives:

To identify the mall as a community within a community

To reinforce the key concepts established in *Rivervale*

Oakridge Mall
(pages 54-59)

Strategy:

Explain the word *mall*, since many children refer to malls as shopping centres, plazas, etc.

The children should be asked to tell about anything they have seen in a shopping centre. Record the responses on chalkboard (kinds of stores, restaurants, phone booths etc.) then ask the children to help put all the answers under the following headings:

Shelter Security Relaxation Entertainment Communication Transportation

The children then examine pages 54-59 inclusive and add to, delete from, or modify their list.

Conclusion:

A mall is like a community in many ways.

Extension:

Children could visit a mall with notebooks and list all the things they see; this list is then classified as a project at home or in class.

Objectives:

To gather information from visual data

To recognize and appreciate the contribution made by previous generations

**Rivervale's
oldest
citizens**
(pages 60-61)

Strategy:

Pose the question: "Can we sometimes find something out about people even if they have died? How?" Students may respond with: books; history; their family; friends who knew them; etc.

Turn to page 61 and ask: "Can the pictures on page 61 tell us about people we have never met? What do they tell us? Do you think these people helped build Rivervale? How might they have helped?" Record the responses.

Conclusion:

Everyone gives something to a community.

What makes a community? (page 64)

Objective:

To review the concepts learned in *Rivervale*

Strategy:

Start by reviewing the five key concepts established early on in *Rivervale*. Ask the children: "We have found many things that make up a community. What others can we add to the list? Let's think of all the things we have studied."

When the children have completed their list, turn to page 64 and compare the two. What headings might be added there? What headings are missing on the children's lists?

Conclusions:

RE

Many people doing many different things make a community.

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